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This curriculum outline reflects the current program in elementary language arts in the more exemplary classrooms in Hawaii. The program is described under four headings--reading, writing, literature, and speech. For reading and writing, individual skills to be mastered are listed for both lower and upper elementary grades. For literature, general goals are listed for both elementary levels. The speech program covers listening and speaking, and each subsection is divided into three grade levels: kindergarten, primary, and upper elementary. For each level, "skills," "oral language experiences," and "expected outcomes" are stated. Some of the skills covered include word perception, interpretation, oral and silent reading, self expression in practical writing, kinds of written expression, listening to follow directions, and learning to explain and give simple directions. (LH)

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ELEMENTARY LANGUAGE ARTS

CURRICULUM OUTLINE

Office of Instructional Services

TE 001 484

STATE OF HAWAII
DEPARTMENT OF EDUCATION
December 1967

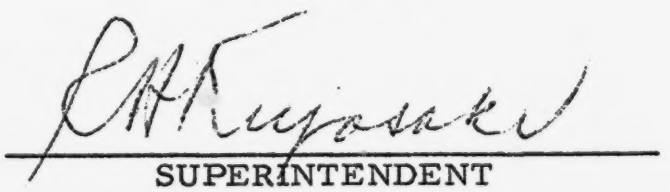
PREFACE

In June 1967, the state curriculum staff was instructed to prepare statements which clearly outline what we teach in our public schools. These statements will serve both as standards for today and as points of departure for developing a better statewide system of public education in Hawaii.

Program Specialists, with the generous assistance and reaction by individuals and groups knowledgeable in each area, have produced the outlines requested. The outlines reflect our current program, which in every case should be more nearly what is done in our most exemplary classroom situations rather than a statement of minimally acceptable performance. In some instances we have simply updated Hawaii guides to match the improvements practiced in the field, or used material from other districts, or from commercial sources, extracting for our outlines the concepts, generalizations, or major aims of the subject, and some performance level objectives that can become a measuring rod against which we may determine program effectiveness.

Teachers and administrators will find these current statements useable in determining whether their program approaches the so-called "existing curriculum."

Publications from the Department in the future will reflect new directions based on current curricular research, and will be more oriented to descriptions of how each area might be taught and learned.



SUPERINTENDENT

December 31, 1967

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CURRICULUM OUTLINE

Elementary Reading

All the language arts are involved in the young child's approach to reading. Oral language, with its facets of speaking and listening, becomes the means by which experience is translated into the varied forms of writing, which then becomes reading. The experiences a child has had with the people, places, values, and all the things that make up his world, are his resources.

The development of attitudes toward, and interest in, reading are integral parts of the total reading program as children are led to use the vaious types of reading material and as methods conducive to ease in learning are applied. The literature program also serves as a strong factor in the development of positive attitudes and high interest in reading.

The development of reading skills is a continuous process. Thus, while general grade level indications are given, they are not to be interpreted precisely as "grade level skills"; a child in a primary grade may be so advanced as to be working on many upper level skills, and vice versa. The total program is a picture of the sequence of skill development regardless of the grade the child is in.

Aspects of the Reading Program outlined in the following pages include:

1. Word Perception Skills
2. Comprehension Skills
3. Interpretation Skills
4. Study Skills
5. Oral and Silent Reading Skills

1. WORD PERCEPTION SKILLS

A. Pre-Reading Phase: Laying foundations for beginning reading

1. Acquire visual and auditory discrimination (likenesses and differences in shapes, sounds)
2. Perceive left-to-right direction
3. Recognize space relationships

B. Reading Phase:

	LOWER ELEMENTARY	UPPER ELEMENTARY
Total Structure of Words	1. Use of configuration clues 2. Use of context clues	3. Use of dictionary to check context clues
Phonetic Analysis	1. Consonants 2. Consonant digraphs and blends 3. Vowels a. Single vowels and vowel combinations representing one sound b. Single vowel representing variant vowel sounds c. Generalizations to determine vowel sounds 4. Accent in words; generalizations to determine accent 5. Syllabication--sequence: a. Of two-syllable words b. Of polysyllable words	6. Consonant symbols and diacritical marks to determine pronounciation (through the dictionary and glossary) 7. Continued work on syllabication and accent as multiplicity of polysyllabic words are faced a. Strengthening of ability to apply syllabication b. Awareness of patterns of accent in two or three-syllable words 8. Syllabication and accent of four, five, and six-syllable words, determining primary and secondary accent

	LOWER ELEMENTARY	UPPER ELEMENTARY
Structural Analysis	1. Word endings -- sequence: a. -s, -ed, -d, -ing, b. -'s, -es, -en 2. Compound words -- sequence: a. Of two known words in a whole word b. Of one known and one unknown c. Of two or more unknown words, to be analyzed with combination of phonetic analysis 3. Doubling final consonant or changing final letter before an ending or suffix 4. Prefixes -- sequence: a. un, mis, re preceding root words b. dis, im, mis, be, bi, tri, ex preceding root words 5. Suffixes -- sequence: a. Root words plus suffixes such as -er, -y, -ly, -less, -ness	6. Extension of understanding of roots, prefixes, and suffixes as units of meaning a. Addition of new prefixes such as non, anti, con, trans, tele, inter, intra, over, etc. b. Addition of new suffixes such as -ish, -th, -ous -ious, -tion, -or, -ship, -ment, -able, -ty, -ible, etc.

2. COMPREHENSION SKILLS

A. Pre-Reading Phase: Skills as related to the listening program

1. Grasp events in stories as they are read aloud
2. Listen to and follow directions
3. Recall details of stories

etc.

B. Reading Phase:

LOWER ELEMENTARY

1. Developing vocabulary (word meaning)
   a. Acquiring basic vocabulary
   b. Continuing to add to and enriching vocabulary
2. Understanding phrases
   a. Understanding meaning of simple phrases
   b. Recognizing meaning of phrases in context of sentences
3. Understanding sentences
   a. Understanding meaning of simple sentences
   b. Obtaining specific information from complex sentences
4. Recognizing theme or main idea of a paragraph or a story
5. Identifying significant details which support the main idea
6. Understanding sequence of events in a selection

UPPER ELEMENTARY

7. Applying knowledge of word relationships in extending vocabulary
8. Recognizing exact meanings of phrases in context
9. Comprehending related ideas in complex sentences
10. Recognizing main ideas in larger units of thought
11. Recognizing theme in more complex reading material
12. Relating significant details to main ideas or themes

3. INTERPRETATION SKILLS

A. Pre-Reading Phase

1. Relate personal experiences and feelings to stories, poems, selections
2. Sense the mood of a story, poem, or selection
3. Predict outcomes to parts of stories or selections as they are being read

B. Reading Phase:

LOWER ELEMENTARY	UPPER ELEMENTARY
1. Relating characters and events to personal experiences 2. Recognizing emotions expressed through behavior of characters 3. Becoming aware of relationship of ideas 4. Making inferences from author's statement 5. Predicting outcomes or drawing conclusions 6. Beginning to make judgments 7. Identifying mood or tone of material	8. Reacting to emotions and motives of characters 9. Applying perceived relationships in organizing ideas 10. Grasping inferences from author's statements 11. Formulating judgments and drawing conclusions based on increasingly complex materials 12. Becoming aware ot author's purpose or viewpoint 13. Recognizing and evaluating expressed ideas and opinions and whether they are based on fact or fiction

4. STUDY SKILLS

A. Pre-Reading Phase:

1. Become aware of parts of books
2. Begin to use picture dictionaries
3. Get information from illustrations
4. Associate meaning with simple charts, maps, globes as used incidentally with teacher

B. Reading Phase:

LOWER ELEMENTARY	UPPER ELEMENTARY
1. Recognizing and seeing purposes for selection of title, table of contents 2. Using simple dictionaries 3. Using simple maps, globes, charts, graphs 4. Understanding purposes of a library 5. Perceiving main ideas and sequence in materials, especially in content areas	6. Understanding functions of major parts of textbooks 7. Using the dictionary to learn pronunciation and meaning of words 8. Using encyclopedia-type reference as source of information 9. Using table of contents, index, appendix, glossary in books 10. Recognizing purposes of different kinds of illustrations, maps, graphs, charts, and globes 11. Using locational skills in the library 12. Adapting reading rate to purpose and material 13. Selecting main ideas and subtopics for outlining 14. Taking simple notes from selected materials 15. Summarizing by using main ideas and supporting details

5. ORAL AND SILENT READING SKILLS

A. Pre-Reading Phase:

1. Listen to materials read aloud
2. Look at books independently

B. Reading Phase:

LOWER ELEMENTARY

1. Reading orally with expressions as used in oral language
2. Reading silently in thought units
3. Becoming aware of specific purposes for oral and silent reading
4. Thinking actively while reading to develop interpretation skills
5. Raising questions before and during the reading of a selection
6. Learning to adjust speed of reading to purpose for reading and type of material being used

UPPER ELEMENTARY

7. Developing awareness of specific purpose for reading any material silently
8. Adjusting speed of reading to purpose and material
9. Reading orally so that author's meaning is conveyed to listeners by phrasing in thought units and observing punctuation
10. Exercising discrimination in choice of selections to be read aloud

CURRICULUM OUTLINE

Elementary Writing

Speaking and listening habits have a profound influence upon the child's ability to write. If he is not taught to think and express himself clearly and precisely, he will never arrive at that thorough understanding of the richness and variety of the English language which is the source of writing skill.

Neither writing nor speaking is an isolated skill which may be practiced until it is mastered. Development in one area can stimulate and supplement development in the other.

The distinction between creative and practical writing may be difficult to justify, since all writing is to some degree creative. Creative writing as used here, refers to "imaginative writing", which distinguishes a child's spontaneous, personal expression from writing based on factual material. In imaginative writing the child selects his own subject, form of expression, and audience; in practical writing he uses more conventional forms and develops his thoughts in a manner consistent to his topic.

Aspects of the Writing Program outlined in the following pages include:

1. Self-Expression in Practical Writing
2. Self-Expression in Creative Writing
3. Kinds of Writing Experiences: Informative and Imaginative
4. Fundamental Skills of Written Expression

1. SELF-EXPRESSION IN PRACTICAL WRITING

A. Pre-Writing Phase:

1. Build readiness through oral practice
2. Dictate information and ideas
3. See oral expressions recorded and written expressions interpreted
4. Build vocabulary through varied experiences

B. Writing Phase:

LOWER ELEMENTARY	UPPER ELEMENTARY
1. Dictating information and ideas 2. Recording information and ideas 3. Perceiving main ideas and sequence in stories, problems, and written directions 4. Learning to use various methods of keeping records 5. Becoming aware of and use simplified forms of friendly and social letters 6. Becoming aware of purpose of business letters	7. Learning to use various means of conveying information 8. Organizing ideas for main topics of simple outline 9. Organizing main topics and subtopics for simple outline 10. Taking simple notes from one source 11. Conveying essential ideas in summary 12. Using correct form in writing purposeful friendly and social letters 13. Learning and using correct form in writing business letters 14. Working toward goals of good composition a. Unity: staying with the subject b. Continuity: developing topic statements by addition and subtraction c. Form: sense of order; organization d. Sentence Structure: levels of subordination e. Diction: choice of fresh, colorful, precise words f. Tone: developing individuality of style

2. SELF-EXPRESSION IN CREATIVE WRITING

A. Pre-Writing Phase:

1. Become aware of various sources which provide background for expressions of thought: sights, sounds, scents, tastes, textures
2. Listen to selected stories and poems of literary quality
3. Express reactions (feelings and ideas) freely through art, dramatization, music, play
4. Oral composition of original stories, poems

B. Writing Phase:

LOWER ELEMENTARY	UPPER ELEMENTARY
1. Recording original stories, poems, and ideas based upon experiences and imagination (Items 1, 2, 3 under Pre-Writing are continuous in this phase) 2. Writing simple dialogues	3. Building vivid vocabulary and sensitivity to sensory images through original stories 4. Writing original rhymes, limericks, and poems 5. Creating characters, settings, and situations in scripts for dramatization 6. Creating and using own interests in writing 7. Working toward goals of good composition a. Unity: staying with the subject b. Continuity: developing topic statements by addition and subtraction c. Form: sense of order; organization d. Sentence Structure: levels of subordination e. Diction: choice of fresh, colorful, precise words f. Tone: developing individuality of style

3. KINDS OF WRITING EXPERIENCES: INFORMATIVE AND IMAGINATIVE

LOWER ELEMENTARY

1. Dictating messages, stories, verses
2. Writing messages, stories, verses
3. Writing notes of appreciation, invitation, etc.
4. Keeping records of experiences
5. Writing creative bits of verse and stories
6. Writing original endings to stories
7. Writing impressions of sights, sounds
8, Writing thoughts or ideas growing out of literature
9. Writing brief reports relating to class interests and areas of study
10. Writing news bulletins
11. Writing original booklets or jingles
12. Writing sentences or paragraphs about books
13. Writing stories about book characters

UPPER ELEMENTARY

14. Writing paragraphs based on ideas growing out of literature or reactions to literature
15. Writing paragraphs about personal experiences
16. Writing friendly and business letters
17. Writing original prose or verse
18. Writing original paragraphs concerning an investigation in any subject; using a two or three-point outline

4. FUNDAMENTAL SKILLS OF WRITTEN EXPRESSION

A. Pre-Writing Phase:

1. Use oral language patterns in normal conversations; listen to others using oral language
2. Understand the sentence as a complete thought
3. Acquire readiness for handwriting

B. Writing Phase:

LOWER ELEMENTARY

1. Learning manuscript writing
2. Learning cursive writing after manuscript writing is mastered well and used effectively
3. Using capital letters
   a. Beginning of first word in a sentence
   b. Names of people and places
   c. Titles of book and stories
   d. The word "I"
4. Using punctuation
   a. Period at the end of a statement or after abbreviations
   b. Comma in addresses, dates, words in a series, greeting and closing of a letter
   c. Question mark at end of interrogative sentence
   d. Apostrophe for contractions and possessives
   e. Quotation marks for dialogue
5. Learning spelling of frequently used words, applying phonetic and structural clues to spelling, establishing study skills for spelling
6. Using order of words in writing as it is related to oral laguage

UPPER ELEMENTARY

11. Using manuscript writing for legibility whenever appropriate, improve size, slant, spacing, and letter formation in cursive writing
12. Applying principles of capitalization and punctuation
    a. Extend use of comma, apostrophe, quotation marks
    b. Introduce use of hyphen, colon, semi-colon
    c. Extend use of capital letters, e.g. first word of a line of poetry, headings of outlines
13. Employing systematic procedure for learning spelling of words, applying word perception and dictionary skills in determining spelling of unfamiliar words
14. Extending vocabulary by knowledge of word relationships
15. Recognizing and composing declarative, interrogative, imperative, and exclamatory sentences
16. Understanding function of words and phrases as elements of sentences
17. Becoming aware of complex sentences

LOWER ELEMENTARY	UPPER ELEMENTARY
7. Learning to recognize complete sentences 8. Recognizing declarative and interrogative sentences 9. Combining several sentences in paragraph 10. Keeping to one topic in paragraph	

CURRICULUM OUTLINE

ELEMENTARY LITERATURE

Literature can offer the most complete experience of life in all its aspects. No single book offers experiences with the whole of life, but the habit of reading books, comparing and evaluating the various experiences with life therein offered, and integrating these book experiences with personal experiences provides a liberal education in seeing life to the fullest extent.

Literature offers the opportunity to examine the values by which men live, and to test codes of conduct derived from various value systems. Good literature invariably reflects kinds of values held by the author, or assigned by him to his characters.

Literature is an art deserving attention for its esthetic value alone. It provides the central means by which men can experience language used most powerfully, effectively, and memorably. Through prose and poetry, the individual acquires the rhythms of expression and thought, patterns after which to model his own thinking and utterance.

LOWER ELEMENTARY

I. Promote beginnings of literary awareness and interest through

a. Rhymes and verses

1. Mother Goose rhymes with melodious words

2. Verses -- hearing and chanting

3. Verses to match mood: silly, sad, tender

b. Poetry

1. Sharing people's thoughts and feelings about an experience or mood

2. Responding esthetically to poetry

c. Practice stories

Understanding and appreciation of author's message by sensitivity to illustrations and the art of writing

d. Folk tales

1. Appreciation of folk tales as representing

a. People's characteristic efforts to deal with and explain the strange phenomenon of nature

b. Ways human beings react to each other

c. Expression of deep, universal emotions: joy grief, fear, jealousy, wonder, and triumph

UPPER ELEMENTARY

I. Widening of literary awareness and interest by

a. Selection of wide variety of prose such as

1. Stories dealing with understanding human relationships

2. Imaginative stories

3. Biographical writings

4. Folk tales, legends, myths

5. Humorous stories

6. Adventure stories

7. Stories dealing with understanding of cultures

b. Poems selected to be read and re-read aloud for appreciation of experience and mood revealed by the poets

c. Exposure to structural forms of different literary pieces

1. Setting

2. Plot

3. Characterization

4. Mood

d. Exposure to theme of different literary pieces

2. Understanding that folk tales were made <u>by</u> people <u>about</u> people

e. Bible stories

II. Listening and Speaking Activities as Related to Literature and effects on people

a. Delight in humor

b. Sensitivity to beauty

c. Excitement of action

d. Awakening of imagination

e. Enjoyment of sounds of words in unique patterns

III. Stories and poems read aloud (or told or dramatized) to create emotional response and outlet for the child as he feels friendship, security, happiness, love, and sadness

IV. Use of literature to

a. Broaden areas of interest and enjoy the beauty around us

b. Create mood

c. Stimulate thinking and promotion of own artistic talent

d. Dramatize to reveal feelings and interpretations

e. Lay foundation for creative oral and written expressions

f. Sense style and beauty in poetry and prose

g. Differentiate between fact and fancy

II. Use of literature for

a. Appreciation of beauty and appropriateness of language in prose and poetry

b. Development of values for such qualities as perseverance, self-control, graciousness, friendliness, honesty, courtesy, good humor, etc.

ELEMENTARY SPEECH PROGRAM CURRICULUM OUTLINE

Content: Listening Skills, Oral Language Activities, and Expected Outcomes
Speaking Skills, Oral Language Activities, and Expected Outcomes

(Three identified levels: Kindergarten, Primary and Upper Elementary Grades)

LISTENING

(Kindergarten)

SKILLS	ORAL LANGUAGE EXPERIENCES	EXPECTED OUTCOMES
1. Listening in sharing	Teacher reading and children telling stories Sharing Informal conversation	To share ideas and experiences To listen and react to others sharing ideas and experiences
2. Listening to follow directions	Listening games and finger plays Records Announcements	To follow simple directions
3. Listening to cultivate and extend attention span	Storytelling Poems, rhymes, jingles Records Conversation	To experience a variety of listening experiences To vary listening attention according to purpose, situation
4. Listening for auditory discrimination and to extend vocabulary	Selections with rhyming words Sound games for imitating Records Oral exercises Language experience chart	To know differences in listening experiences To imitate and reproduce sounds, words To recognize mood, tones
5. Listening for enjoyment	Activities in storytelling and music Puppet shows, dramatization, including creative dramatics	To know different pieces of music, stories To state impressions, feelings of what is heard

LISTENING

(Kindergarten - continued)

SKILLS	ORAL LANGUAGE EXPERIENCES	EXPECTED OUTCOMES
6. Listening to note sequence	Oral recall of stories Sharing experiences Short stories in sequence Directions Announcements	To recognize the order of things To repeat steps involved

LISTENING

(Primary Grades)

SKILLS	ORAL LANGUAGE EXPERIENCES	EXPECTED OUTCOMES
1. Listening to follow directions	Conversation Announcements Using materials as directed Carrying out activities as directed	To recall set of directions To follow through on assignments
2. Listening to acquire additional information	Announcements Reports Talks Discussion Sharing	To initiate class activities and to follow through To summarize new information learned
3. Listening for auditory discrimination--tone, beginning and ending sounds, likenesses	Selections with differences in sound, pitch, rhyming words, phonetic sounds, and quality of sounds Oral exercises on sounds Choral speaking	To discriminate between sounds To use phonic sounds to recognize new words
4. Listen to learn new words, meaning and pronunciation	Oral reading of stories and poems Sharing Conversation Word games Other unit activities	To practice pronunciation of new words, and to enunciate clearly To use new words and expressions orally and in writing

LISTENING

(Primary Grades - continued)

SKILLS	ORAL LANGUAGE EXPERIENCES	EXPECTED OUTCOMES
5. Listening to develop enjoyment and appreciation	Storytelling Puppet shows Dramatization Choral speaking	To select activities and experiences most enjoyed
6. Listening to cultivate and extend attention span	Storytelling Dictation taking Listening games Conversation Discussion	To participate in class activities To note comparisons in attention span depending on activity, situation
7. Listening to note sequence of ideas and to draw conclusions	Recall of stories, sharing, dramatizations, rearrangement of material out of sequence, completion of unfinished stories and poems Discussions and reports on unit projects	To solve problems through contribution of pertinent ideas To judge if story is real or fiction To keep to the point To organize thoughts
8. Listening to discriminate between fact, fiction, and opinion	Imaginative stories Discussion on radio and TV programs, including commercials Practice in hearing short informative exercises	To recognize difference between real and make-believe To distinguish between the relevant and irrelevant

LISTENING

(Upper Elementary Grades)

SKILLS	ORAL LANGUAGE EXPERIENCES	EXPECTED OUTCOMES
1. Listening in social situations	Introductions Club activities Sharing experiences Discussion and conversation	To listen to comments of others To display social ease in conversational situation
2. Listening to take, follow, and interpret directions (sequence)	Practice in answering specific questions Reporting activities Storytelling Practice exercises in giving directions, making announcements	To recognize concepts in terms of sequence, logic, and recall To weed out extraneous material To follow directions
3. Listening for information and ideas	Discussion and conversation Panel discussion Reports Listening for big and main ideas Listening for details	To summarize new information To interpret information To identify main ideas and details
4. Listen for auditory discrimination and word extension Word meaning Likenesses and differences Prefix and suffix Word endings Similarity in sounds	Practice in absorbing information Noting exactness of speech through phonetic practice Practice lessons and games in synonyms, antonyms and homonyms	To acquire exact information To extend vocabulary through interpretation To discriminate between sounds

LISTENING

(Upper Elementary Grades--continued)

SKILLS	ORAL LANGUAGE EXPERIENCES	EXPECTED OUTCOMES
5. Listening for pleasure and appreciation	Sharing experiences Discussion and conversation Choral speaking Storytelling	To select literary pieces most enjoyed
6. Listening for emotional overtone Anger Fear Disgust Joy, etc.	Interpretive reading, prose and poetry Storytelling Choral speaking Discussions on feeling and tone	To detect various signs of emotion (tone, quality, etc.) and to interpret meanings
7. Listening selectively and evaluating critically Inference Judgment Discrimination	Situations dealing with fact or propaganda Panel discussion Reports (controversial and informative) Selections dealing with main ideas and details Listening games	To recognize use of propaganda techniques To recognize use of "loaded words To distinguish between fact and opinion

SPEAKING

(Kindergarten)

SKILLS	ORAL LANGUAGE EXPERIENCES	EXPECTED OUTCOMES
1. Learning to speak to and with others	Conversation Discussion Sharing Dramatic play	To respond (verbally) to others
2. Learning to speak and plan with a group	Planning of events Experience charts Talks about pictures, objects, etc.	To contribute something worthwhile to group
3. Learning to express a complete thought	Conversation Sharing Discussion Storytelling	To know how to express thoughts in longer sentences
4. Learning to carry on a natural and spontaneous conversation	Sharing experiences Small conversational groups	To speak with greater ease To recognize expression of others
5. Learning to relate stories and happenings in some sequence	Practice in making announcements and reporting Role playing Telling stories	To state ideas in sequence
6. Learning to explain and give simple directions	Discussion Announcements Explanations	To give and follow simple directions

SPEAKING

(Primary Grades)

SKILLS	ORAL LANGUAGE EXPERIENCES	EXPECTED OUTCOMES
1. Learning to take part in discussions	Informal discussions Formal (planned) discussions	To exchange ideas with others To gain new ideas through sharing of information To summarize ideas, point of view To observe responsibilities involved in a discussion
2. Learning to express ideas clearly, correctly and in varied ways	Sharing experiences News stories Oral reports Simple talks	To state some idea in different ways To communicate clearly to listener
3. Learning to use correct grammar and precise vocabulary	Conversation Discussion Reports Simple talks	To use correct syntax To recognize choice of words in prose as compared to poetry To use new words correctly in context
4. Learning pleasant facial expression, good posture, voice, rhythm and tone	Conversation Oral exercises Storytelling Choral speaking Dramatization Creative dramatics	To express ideas freely and naturally To use voice in portraying various characters To use proper phrasing of words To relate facial expression to interpretation of message

SPEAKING

(Primary Grades --continued)

SKILLS	ORAL LANGUAGE EXPERIENCES	EXPECTED OUTCOMES
5. Learning to relate, recall and tell	Listening to report of others Practice in telling, informing Practice in recalling Practice in summarizing Practice in finding the main idea	To report accurately To organize event or ideas To summarize ideas
6. Learning to organize events and ideas	Conversation Storytelling Simple talks Dramatization Directions	To express ideas in sequence according to purpose or theme To give direction in sequence To tell stories or act out parts in order of events
7. Learning to speak in a responsible manner	Original talks Discussion Recordings Note taking	To organize thoughts and ideas To know when to speak and how to say what is intended To reinforce ideas with facts and authority To contribute in group situations

SPEAKING

(Upper Elementary Grades)

SKILLS	ORAL LANGUAGE EXPERIENCES	EXPECTED OUTCOMES
1. Learning to relate, recall and tell	Listening to report of others Practice in telling, informing Practice in recalling Practice in summarizing Practice in finding the main idea	To report accurately To organize event or ideas To summarize ideas
2. Learning to practice acceptable usage and precise vocabulary	Oral exercises Oral reading Conversation Discussion	To use acceptable speech patterns To recognize incorrect grammatical expressions To recognize choice of words in prose as compared to poetry
3. Learning to speak in a responsible manner	Original talks Discussion Recordings Note taking	To organize thoughts and ideas To know when to speak and how to say what is intended To reinforce ideas with facts and authority To contribute in group situations
4. Learning to participate in group discussion	Panels Group discussions Practice in summarization	To participate and exchange ideas To organize own thoughts and ideas of others To develop self-discipline in group situations To practice good listening habits

SPEAKING

(Upper Elementary Grades -- continued)

SKILLS	ORAL LANGUAGE EXPERIENCES	EXPECTED OUTCOMES
5. Learning to find, use, and adapt reliable resource materials for speaking	Practice in locating library materials (bibliographies, great speeches) Practice in locating non-library material Interview of people in and out of school Panels and talks Practice in giving talks with graphs, charts, etc.	To locate sources of materials To recognize and use illustrative material to support talks To use authorities to support, prove or refute ideas
6. Learning to develop aids to speaking: gestures, posture, expression, audience contact	Practice with gestures and facial expressions Practice short talks before audience with props, gestures, use of eye contact, etc. Practice in dramatic monologues Use of tape recorder to note voice quality, pitch, tone, etc.	To express ideas freely and naturally To use voice in portraying various characters To use eye contact with audience To use gesture and movements according to purpose of message To speak with expression and enthusiasm
7. Learning different ways of speaking for different purposes Persuasive (moods, tone, pitch) Informative (factual) Humorous	Practice in speechmaking Use of props and materials to illustrate talk Oral reading, prose and poetry	To differentiate between fact and opinion To organize thoughts To know different purposes for talking To adjust tone, pitch, mood and material to kind of talk To adjust talk to kind of audience and situation